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ABSTRACT

A project by California State University, Fullerton to internationalize the curriculum is described in this report. The school established an Interdisciplinary Internationally Oriented Faculty Resource Team chosen from its current faculty according to their international expertise in liberal arts, social sciences, or professional programs. Subteams design and give interactive presentations in existing junior, senior, and graduate classes, prepare background contextual materials, consult and interact with host instructors, and interact with other resource team members on the subjects. The project's ultimate goal is to enhance and broaden courses and facilitate interdisciplinary understanding and critical thinking by overcoming fragmentation, compartmentalization, and isolation. Faculty resource teams relate complex global issues. Topics presented in the initial year are the socialist world, national policies and their international impact, developing nations, culture learning, and culture and perception. Participant response to this program has been very enthusiastic. Students suggested that this approach would be very helpful in almost all university classes, and the given time frame should be expanded since so much material could be covered. All team members found their participation to be as much a learning as a teaching experience. Virtually all the host instructors wanted to invite a team back to their classes. (SM)

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INTERDISCIPLINARY, INTERNATIONALLY ORIENTED FACULTY RESOURCE TEAMS TO BROADEN THE SCOPE OF UNDERGRADUATE AND PROFESSIONAL CURRICULA AND INSTRUCTION

EXPERIMENTAL PROJECT AT CALIFORNIA STATE UNIVERSITY, FULLERTON

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

Interdisciplinary, Internationally Oriented
Faculty Resource Teams to Broaden the Scope of
Undergraduate and Professional Curricula and Instruction

Goals of this three-year experimental project are twofold: promote internationalization of the curriculum and counteract rigid compartmentalization which results from over-specialization and departmentalization to provide greater coherence in the educational experience. Preliminary results of this program funded by the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) have been very encouraging.

Students' knowledge and understanding about the world is sorely inadequate. They cannot always perceive the relationships between material of individual classes. Rather than adding new courses to a crowded curriculum, the California State University, Fullerton project is designed to send faculty resource teams into existing junior, senior, and professional courses to integrate and relate complex global issues through multidisciplinary, internationally-oriented presentations.

A seven-member resource team is constituted from faculty from liberal arts, social sciences including economics, and professional programs. A mix of expertise in disciplines and regional knowledge ensures coverage of major areas of the globe. Subgroups demonstrate the relevance and relationships of their disciplines to the host course content during one class-week of the semester. In Principles of Marketing courses, a three-member team may discuss "decision making in S.E. Asia," "the Buddhist

worldview," "North-South differences," and "how to learn about other cultures."

Participant response to this program has been very enthusiastic. Students become aware of different cultural, political, and economic perspectives and also idiosyncrasies in their own culture. The chance to pause and consider broad issues provides a welcome and stimulating change of pace in the classroom. Faculty born in other countries add a much appreciated dimension of authenticity to the material.

The interaction of the resource team leads to discoveries of topics which can be developed into complete courses taught in an interdisciplinary mode, e.g., "Third World Development." Some faculty are surprised to find that other disciplines prove so relevant or enriching to their own fields.

Year I was devoted principally to developing and presenting the following topics: "The Socialist World," "National Policies and their International Impact," "Developing Nations," "Culture Learning," and "Culture and Perception." In Year II, team members are focusing more on developing interactive strategies for students and host faculty. First year evaluations were based on open-ended student and host questionnaires. Multiple measures are currently being developed.

INTRODUCTION

With the invaluable assistance of a FIPSE grant, California State University, Fullerton has taken an innovative approach to internationalizing the curriculum. We have established an Interdisciplinary Internationally Oriented Faculty Resource Team chosen from our current faculty on the basis of their international expertise in the areas of liberal arts, social sciences, or professional programs. These faculty bring international dimensions and interdisciplinary perspectives into specific classes as an enrichment and integrative strategy.

Subteams from this group (a) design and give interactive presentations during one class-week in selected courses from all disciplines upon invitation of the "host" instructor; (b) prepare background contextual materials; (c) consult and interact with host instructors concerning the points of convergence between their respective disciplines and materials to illustrate interrelationships; and (d) interact extensively with the other resource team members concerning international curricula and interdisciplinary instructional strategies.

The ultimate goal of this project is to enhance and broaden courses and facilitate interdisciplinary understanding and critical thinking by overcoming fragmentation, compartmentalization, and resulting isolation observed on this campus and documented in the Boyer (1987) report to the Carnegie Foundation, College: The Undergraduate Experience in America.

The program seeks to: (1) broaden the scope of junior, senior and graduate courses (levels selected for this project) through scholarly evaluation of the relationships among disciplines and the complex interactions of political, economic, cultural, and educational factors relevant to each discipline; (2) enrich curricula by exposing faculty to the international dimensions of the disciplines wherever the traditional approaches to the subject matter are and have traditionally been primarily domestic in focus; (3) demonstrate and train students for critical thinking in an integrative environment; and (4) establish dialogue, mutual understanding, and stimuli for interdisciplinary and international breadth among the practitioners and the students of a variety of disciplines.

Although infusion of international dimensions of the liberal arts and social sciences into professional curricula to overcome the parochial and (if international at all) "Western" bias of our students and faculty is one major thrust of the program, overcoming the narrow technocratic focus of professional training and rigid compartmentalization that has resulted from specialization and departmentalization are equally important goals of the program.

Documentation on the lack of U.S. students' knowledge of world geography, history, politics, and cultures is becoming increasingly available. Readers may wish to refer to a study done by Thomas S. Barrows et al., College Students' Knowledge and

Beliefs: A Survey of Global Understanding. The Final Report of the Global Understanding Project, 1981. Other useful information on internationalizing the curriculum appears in the Fall 1988 issue of National Forum, the Phi Kappa Phi Journal, Vol. LXVIII, No. 4.

This proposal elicited strong positive response from diverse segments of the Fullerton university community (see "Background, Rationale and Interest," below). Also, the American Assembly of Collegiate Schools of Business (AACSB) and the Association of American Colleges (AAC) held a nationwide invitational conference in June of 1988, funded by the Peat Marwick Foundation, on the subject of "The International Dimension in U.S. Higher Education: New Dimensions in Business School/Liberal Arts Cooperation." Disciplinary compartmentalization is targeted as a main barrier to internationalization, since it impedes the development of a broad, integrated world view. A summary of the conference appeared in the "International Studies Newsletter," and Conference Proceedings will be available shortly summarizing the various forms such interdisciplinary cooperation has taken on selected campuses.

BACKGROUND, RATIONALE, AND INTEREST IN THIS PROJECT

Overcoming the phenomenon of fragmentation in the educational experience should be of particular concern to the entire nation. The admonition that the U.S. is engaging in "unilateral intellectual disarmament" must be heeded. The country faces an educational challenge closely linked to its economic challenge.

While the United States' economy has become global in dimension and the political sphere increasingly reflects international forces, including international market pressures, the analytical content of college and university curricula has not developed commensurately with the broadening interdisciplinary and international parameters of subject matter. Some descriptive international elements have been introduced into disciplines and curricula in response to increasing awareness of nations' growing interdependence and interrelationships among disciplines. These issues are typically "tacked on" as the last chapter of a text or the last week of a course (for which there may be no time).

Internationally oriented upper division elective courses have been added in many departments, and "internationalizing the curriculum" has become a thrust of many proposals for curricular development. Nevertheless, an awareness of the divisiveness and discontinuity in the undergraduate experience and concerns about the relative quality of the U.S. educational experience led Dr. Maryanna Lanier, formerly of the Department of Economics, CSU, Fullerton, and myself to examine the systemic forces that result

in fragmentation in students' experiences in their university years, with particular attention to how this fragmentation contributes to students' inability to think critically in interdisciplinary and international dimensions.

The U.S. public college and university systems are democratic, designed to make the opportunity for higher education widely available to the citizenry; and departmentalized, with faculty and curricula organized by scholarly and professional discipline. While the nation benefits from the increased levels of educational attainment which these systems have provided, it is obvious that the educational experiences of the students have become seriously fragmented as the varieties of paths to bachelor's and master's degrees have proliferated to currently 6,000 (Boyer, 1987), to match the interests, abilities, and career directions of large and diverse student populations.

As the nation's higher educational units have grown in size, the faculties of departments themselves have become more isolated from each other by their physical, budgetary, and intellectual compartmentalization. As academic and professional published research has expanded exponentially, individual faculty members' ability to be knowledgeable in disciplines other than their own has diminished due to constraints of time and expertise. Even within their own disciplines, faculty members' ability to gain expertise in specialties other than their own has weakened. While the state college and university systems of the nation grew, their demand for faculty increased steadily. With few exceptions, the fragmentation in the faculty's own student

experiences in undergraduate education, along with the specialization required for competence in postgraduate and postdoctoral work, has resulted in current faculty who rarely have the broad skills required to address interdisciplinary analytical upper division and graduate topics.

The implications for higher education that result from these separatist elements have not been successfully addressed by current practices in curricular and faculty development activities. Curricula in many departments remain narrowly specialized and primarily domestic in focus. Innovation is needed to expose and challenge students to integrate their learning and to develop critical thinking skills.

At the nineteen campuses of the California State University (CSU) system, many of the degree programs offered are scheduled so that students can complete all required upper division and graduate courses in part-time study, with classes offered in the late afternoons and evenings. Our campus has almost no residential facilities; a majority of our 24,000 students attend classes on a part-time basis and then leave for work (most commonly unrelated to studies) without having significant interaction with faculty members or other students to counteract the effects of narrow career or professional specialization in their degree programs.

Curriculum within majors generally is designed so that courses complement and reinforce one another although individually they often maintain a narrow thrust. In reality, even within the major, the typical student cannot follow the optimal sequencing

in a given semester and therefore does not benefit from the mutual reinforcement that optimal sequencing would allow. Furthermore, curricula tend to be narrowly delineated by departments and particularly divided among schools to avoid jurisdictional conflicts. Since this compartmentalization is coupled with the lack of interdisciplinary communication at both the faculty and student levels, the responsibility for integrating knowledge is left squarely on the shoulders of the individual students. This project shifts some of that task to the interdisciplinary resource team.

Our general education program is a smorgasbord of courses which reflects to a greater extent the political realities of the campus than concern for what students should learn to function in an increasingly competitive environment. An additional factor which compounds the problem is that upper division transfer students from community colleges constitute forty percent of the student body. Such students draw few benefits from optimal sequencing or interactions among students and faculty. Furthermore, their general education breadth requirements are generally fulfilled before they enter except for three upper division GE courses (nine units). Many upper division GE electives are offered at only one time of day and only one semester per year, reflecting the diversity of student "tracks" to the baccalaureate and the growth of specialties within disciplines. Some degree of fragmentation of experience and exposure occurs randomly as students select courses simply to match their commuting and work schedules to the class schedule.

While the current system is inadequate to insure that students integrate knowledge and reasoning from a broad coherent base, the need to be able to evaluate information critically and to understand the complex interplay of economic, political, and social forces on a global scale is increasing. The means to meet that need are available, but they require fresh approaches to education, a renewed sense of mission, and reorganization within the university structure.

There are many excellent faculty with international specialties in academic and professional disciplines. Speakers from the national and the international community often visit the campus for speaking engagements. However, only a small percentage of the campus hears any given extracurricular speaker because of the scheduling patterns and constraints in our system.

In the CSU system, the standard faculty workload is twelve units of classes per semester, ranging from introductory through master's level work, plus committee assignments, research, and publication expected and requisite for retention and promotion. Individual instructors lack time to broaden the scope of their courses to include interdisciplinary, international issues.

The consequences of these systemic characteristics are numerous, but we specifically address the problem that 1) students are not sufficiently exposed to integrated upper division subject matter but rather are expected to integrate knowledge themselves; and 2) students are not challenged to think in reasoned order from an integrated foundation for understanding cultural diversity, global change, and the complexities of a world political economy.

Response to the Project

In addition to the positive reaction of FIPSE field reviewers (see below), faculty members in four schools representing eleven departments expressed enthusiastic support for the proposal, as did School Deans, the Associate Vice President for Academic Programs, and Vice President for Academic Affairs.

To quote a few remarks from a limited circulation of the preliminary proposal:

> This is a beautiful proposal, brings a scope and depth to our students totally absent now. I'm convinced faculty as well as students will be very excited about the potential enrichment you propose.
>
> Professor of Anthropology

> I, too, am enthusiastic about the proposal as I believe it holds the possibility of creating an atmosphere of interest in pedagogy now lacking on most campuses. The key for me is to bring together scholars from various areas in a way that energizes them to create coursework that is greater than the sum of its parts. This should not only re-vitalize our teaching, but also encourage collaborative research that would enhance teaching.
>
> Professor of Education

> The concept of the program is a terrific one. Good Luck!
>
> Professor of Communications

> I am very interested in this proposal and would like to participate.
>
> Professor of Management Science

Wide interest among the faculty to participate both as host instructors and as members of the resource team was shown. Faculty members have enthusiastically devised their own suggestions and strategies for possible combinations of interdisciplinary presentations.

FIPSE Field Reviewer Comments:

CSU, Fullerton proposes to develop multi-disciplinary resource teams to help enrich the instructional program of stressing the interrelationship of disciplines. The problem being addressed here is shared by most large decentralized educational institutions. Theirs is an innovative and creative approach to the problem. Past experience has shown that the reward structure has not been very supportive of multi- or interdisciplinary efforts. Rather the rewards for salary adjustments and promotions seem to be supported by more specialization and departmentalization. In any event the proposal sounds like a workable one for people who want to volunteer.

The proposal is exciting, and has a focus of breaking through limitations of territoriality that currently limit students from "the big picture" approach that interdisciplinary perspectives can encompass.
...It certainly is worth a try.
...Lots of faculty development comes out of this kind of collegial effort, also.

The reviewers responded in the following manner to the following questions:

		Rev. I	Rev. II
1.	What is the importance of this problem?	Great	Great
2.	To what extent would learners benefit from this project?	Greatly	Greatly
3.	Would the project's outcomes have impact in other postsecondary settings?	Unsure	Yes, Moderate
4.	Would the project increase cost-effectiveness?	Yes, Somewhat	Yes Somewhat
5.	Is the project an important improvement over existing practice in comparable settings nationally?	Yes	Yes
6.	Is the proposed activity likely to be "feasible"?	Somewhat	Somewhat

PROGRAM DESCRIPTION

California State University, Fullerton is just embarking on the second year of a three-year experiment to internationalize its curricula using an interdisciplinary, internationally oriented faculty resource team. Program funding from FIPSE allows only spring semester operation each year, with the majority of its support funding released time for the resource team.

Our program to prepare students for life in an interdependent world through the use of a multidisciplinary internationally oriented faculty resource team has been implemented in the following way.

Selection of Resource Team Members

A call goes out to all faculty. It asks for a show of interest in serving as 1) a resource team member and/or 2) a host instructor willing to invite a subteam to join the class for one week of the semester and collaborate with the team to plan the broad international dimensions of the class topic.

Specific interdisciplinary combinations on the team are desirable. Innovative ideas, a demonstrable interest in the learning process, a spirit of cooperation, flexibility and openness, and expertise in international issues are the major criteria for team member selection. Each applicant is asked to submit a statement of purpose together with a curriculum vitae and names of two references.

Based upon the nature of the "host" requests and the discipline-specific expertise in one or more geographic regions offered by applicants to the resource team, the project director, in consultation with the project advisory board, selects the members of the resource team with the aim of achieving geographic coverage of all regions of the world and an appropriate range of disciplines in the group.

Our experience has been that there are more applicants than positions (with released time) on the resource team. Qualified applicants who cannot be assigned to the team have been invited to work with the team on a volunteer basis and make classroom presentations where appropriate.

In the initial years, among the seven officially designated members of the resource team, four have been selected from the School of Humanities and Social Sciences with the remainder of the positions filled by faculty from professional schools: Business Administration and Economics; Human Development and Community Services, which houses the counseling and teacher education programs; and Communications. It seems essential to have the fields of international economics, political science, history, and religious studies, philosophy or anthropology represented on the team. A balance of gender and ethnicity is also desirable.

All resource team members are eligible to reapply for the following year, but turnover of two-thirds to three-fourths of the group is desirable in order to expose more faculty to the concepts and strategies of the project.

Activities of the Resource Team

The resource team meets on a regular basis with the project director to apportion the workload and discuss progress. Interacting with the host instructors, the resource team prepares classroom presentations to broaden the scope of the host classes, designing and implementing strategies to link the topics and disciplines identified for development for specific classes. The team members infuse international perspectives on a contrastive and comparative basis in the classroom presentations in an effort to relate their own discipline's perspectives to the subject matter of the class and situate the "host" discipline within its historical, socio-political, economic, and cultural context. Only two or three resource team members actually go into the classroom with the host instructor.

Summary of Responsibilities of the Resource Team

1. meet together to discuss and determine appropriate combinations of expertise and objectives for presentations;
2. consult with faculty members, departments, and schools on curriculum enhancement and integration;
3. identify subject areas where team presentations would enhance the courses;
4. collaborate with the host instructors in proposing topics, outlines, and objectives;
5. determine procedures for evaluation of student learning, e.g., pre-presentation assessment, anticipated outcomes, and means to determine effectiveness of the presentations, e.g., post-presentation testing and/or written essay assignments;

6. include discussion of both knowledge and concepts, attitudes and ethical implications in all presentations (although specific topics may dictate differing emphases);
7. contrast viewpoints and introduce interactive and integrative activities wherever possible;
8. take into account the needs and challenges in the world and the contributions to global understanding their particular discipline can make;
9. insure explicit analysis/comparison of assumptions of each discipline, its processes and analysis of outcomes;
10. reassess the strategies used on an ongoing basis and readjust approaches as necessary for maximum effectiveness.

Summary of Responsibilities of Host Instructors

1. define the parameters and objectives of the presentations in consultation with the resource team.
2. prepare and motivate the students and distribute any necessary materials in advance.
3. cooperate in the administration of any pre-presentation assessments of the students' knowledge, attitudes, or beliefs.
4. participate actively during the presentation week with the students and the resource team.
5. administer an evaluation instrument designed to assess the impact of the presentation on the students' knowledge and attitudes.
6. evaluate the presentation and make appropriate suggestions for improvement.

Target Audience

Junior, senior, and graduate level courses have been targeted in the initial years of operation. Although an integrated approach can benefit students at all levels, upper division majors and graduate students in particular have acquired a certain amount of expertise in their chosen field of specialization and a greater amount of theoretical background and vested interest to enable them to appreciate the relevance of other disciplines when presented in a focused manner.

The project has mainly developed presentations for majors in marketing, management, and economics in courses required of all business majors. Faculty in business administration courses have proved to be enthusiastic host instructors. The field of international economics has also been widely covered in the presentations.

Upper division general education courses can also benefit from the interdisciplinary, international, and integrative components of the resource team presentations, as can selected teacher education courses since future teachers will influence great numbers of students.

The resource team is encouraged to take a fresh look at the vital questions of what students should learn and understand during their university education to equip them to be effective citizens far into the twenty-first century.

Possible Topics

A wide range of topics would be appropriate to developing an interdisciplinary and global understanding of the modern world. Materials and presentations developed for a specific course can readily be adapted for other courses. For example, a presentation on "Entrepreneurship (Schumpeterian Innovation) as the Engine of Capitalism" could readily be adapted for psychology or sociology courses with more emphasis on the entrepreneurial personality and its cultural determinants. This presentation could broaden the scope of a variety of economics and management courses without significant change.

The various studies which have predicted ecological disasters, from Limits to Growth to publications by the Worldwatch Institute and the United Nations' latest study on ecological disaster and economic development, are all entwined with economics. A course in Principles of Ecology could be enriched by a presentation of the economic dimensions of human ecology together with world population dynamics (economics and sociology). Political constraints on international action to prevent ecological disasters could be addressed by a political scientist. Similarly, the recursive impacts of economic forces in the less developed countries, their development strategies, and the different economic forces in developed nations and the international economy can be presented when endangered plant and animal species are discussed. The latter topic, when presented by a biologist, an economist, and a political scientist is relevant to a wide spectrum of other courses.

Topics Presented in the Initial Year of the Project

1. The Socialist World

   Perspectives of non-capitalist nations: economy, politics, social impact, values, and historical differences.

2. National Policies and their International Impact

   How nations with different political and economic systems can work with each other; efforts to promote international standards; productivity; transnational corporations; ethics and values.

3. Developing Nations

   Third World economic, political, and educational problems. Values and culture clash; impact of colonialism; historical perspective.

4. Culture Learning

   Develops awareness of differing cultural (acquired) values and their role in cross-cultural interpretation and interaction.

5. Culture and Perception

   Similar to Culture Learning but emphasizes visual perception within a cross-cultural context.

General presentations with slight modifications to relate the topic to the specific discipline of the host class seem to be the most practical and time-efficient for the team to handle. This strategy involved a certain amount of compromise as to the direct relevance of information presented to the classes, but allowed the team to make a larger number of presentations, thus experimenting more with possible formats. In the initial year, it appeared desirable to expose as many hosts and students as possible to this innovative teaching concept. Subteams made presentations in a total of 23 classes in the first semester of operation (Spring 1988).

TOPICS AND HOST CLASSES

CALIFORNIA STATE UNIVERSITY, FULLERTON

SPRING 1988

CULTURE LEARNING: 10 classes

- Principles of Marketing (5)
- Marketing Research (1)
- Marketing Management (1)
- Chinese Literature (1)
- Intercultural Communication (2)

CULTURE & PERCEPTION: 3 classes

- Photography in Advertising & Public Relations (1)
- Religion in Mass Media (1)
- Seminar in Graphic Arts (1)

DEVELOPING NATIONS: 4 classes

- Intermediate Microeconomic Analysis (1)
- The Price System & Resource Allocation (1)
- World Politics (2)

NATIONAL POLICIES & INTERNATIONAL IMPACT: 3 classes

- Managing Business Operations & Organizations (1)
- Operations Policy & Strategy (1)
- Seminar on Organizational Behavior & Administration (1)

SOCIALIST WORLD: 3 classes

- Principles of Economics (1)
- Comparative Economic Systems (1)
- Chinese Literature (1)

During the initial stages of the discussion process, it proved difficult to determine how the various requests could be organized or rationalized to bring maximum possible benefits to the host classes without requiring the resource team members to develop an overwhelming number of very specific and different presentations. Time was required for the team to develop a clear vision of its scope.

The team members wanted to draw upon their individual strengths in determining the content and methodology of the class presentations while ensuring broad relevance and replicability.

The team identified five general topics most appropriate to meet the host requests. These topics were formulated with intersegmental or interdisciplinary links in mind which were intended to remedy lacks in the curriculum and to link discrete courses. Faced with the challenge of reconciling and responding to very specific requests which would have been difficult to manage, the team, and later the hosts and students, found this "broad topics" approach very valid and appropriate.

The team realized that the relevance of the presentations was of prime importance in 1) demonstrating to faculty the value of devoting significant class time to this endeavor, 2) motivating students to seek (and demand) further clarification of the global picture, and 3) effecting permanent change in the curriculum.

On occasion, the team invited host instructors to meet with them to discuss their needs and views of the project. Syllabi and relevant text chapters were studied.

Team members need time to become acquainted with each other's strengths, weaknesses, and point of view. Initially, no one, including the project director, knew everyone else on the team. Effective working relationships developed gradually and crystallized during the course of the presentations. Simulations of presentations in a group (team) setting may help overcome barriers of unfamiliarity and reticence.

The team achieved ideal sorts of interaction in some of the presentations, but this can be developed in more structured ways over time. Having one or two central questions which are debated by team members and the host from each one's specific perspective works very well. For instance, a history and a religious studies professors debate whether Confucianism and Taoism are religions or philosophies; an African studies professor and a Latin American studies economist debate opposing views as to whether developing nations' problems are principally caused by external or internal factors.

In attempting to develop greater interaction and integration, the team used panel discussions in some presentations and found it more effective in permitting team interaction. The panelists present their point of view at the outset, and then discuss questions formulated by the team and host instructor. While this may diminish the amount of information presented, it allows more time for questions and interaction.

Format of Presentations

The teams attempt to achieve a balance between theory, information, affective examples, and consciousness-raising of

international concerns. It is useful in all presentations, whatever the topic, to include a short introduction to what culture represents. Particularly in cases of presentations where a considerable amount of information was imparted, the integrative aspects of the presentation were achieved by team members alluding to or anticipating comments of the other participants.

Different challenges arise from whether the class meets in 50, 75, or 150 minute segments. The 75-minute format seemed the easiest to work with, allowing enough time to develop questions and discussion. The interval before the second visit gives students the chance to reflect on material from the first session. The 150 minute format was also successful for the extensive subject matter of "Developing Nations," "National Policies and International Impact," and "The Socialist World."

Three fifty-minute periods can be used to focus on one topic each day with two team members present. Depending on scheduling variables, one team member is present for all three sessions, or else continuity is achieved by having one team member present the first and second periods and another on the second and third days, for example:

Monday	Wednesday	Friday
A & B	A & C	C & D

Since certain broadly-relevant topics were defined by the first year team, the program and its advantages are easier to publicize in subsequent years. It is also more possible to identify classes in which such topics would be appropriate.

Specific Areas Targeted for Greater Emphasis or Improvement

The initial-year experience served to clarify both strengths of the project and also areas which will need more focused attention during subsequent operation.

1. The team will work as a whole to refine each presentation and incorporate broader perspectives.
2. The team will continue to develop additional topics for which a need and/or interest is apparent, such as "Causes of War/International Conflict and Civil Unrest," "Ethics in a Global Context," "The U.S. as Seen by Other Nations."
3. The team will seek to broaden the base of instructors who invite teams, e.g., in teacher education, American Studies, Child Development. Recruitment of host instructors is easier with already-formulated topics and greater visibility for the project.
4. The team will work closely with previous host instructors, conducting structured discussions involving the entire team and the host both before and after the presentation. The second year team is charged to analyze more closely the process of discerning specific content and articulation issues, refining the relationship of team material to the course syllabi, and defining the points of interdisciplinary convergence.
5. The team will implement strategies to make the team visits increasingly interactive.
6. The interaction of the team itself will be more closely scrutinized for process analysis. Attempts in this

direction were made during the first year of operation, but launching the project and ensuring its positive reception took the majority of the team's time.

7. Other possibilities for improvement will undoubtedly be identified in the future. Students have suggested the need for incorporating more visual aids into the presentations and using native students as resources.
8. More time is planned for strategizing evaluation techniques which can clearly account for the impact of all aspects of the project.

Project Objectives and Long Range Outcomes

By the end of the third year of the project, we plan to have accomplished the following objectives:

1. establish models for interdisciplinary cooperation.
2. develop a comprehensive guide to curricular enhancement possibilities with rationale and outlines which can be widely disseminated at professional meetings and in journals (i.e., university level model curriculum standards).
3. identify effective measures of curriculum enrichment strategies.
4. assemble a collection of videotapes of internationally oriented, multidisciplinary presentations for dissemination on campus and for use by other institutions and cable TV broadcasts to the community.
5. compile a resource directory of campus and community instructional resources.
6. initiate collaborative projects to write textbooks and undertake research activities.

Benefits to Students

Students become more vividly aware of questions to ask, assumptions to be conscious of, and the need for evaluating issues in their proper perspectives when dealing with complex phenomena. Life-long learning is emphasized in an innovative and integrative fashion.

Students observe scholarly controversy in action and perceive that scholarship is dynamic and subject to opposing views. They are exposed to the rationale for and the artificiality of disciplinary structure. The project encourages them actively to participate in open debate and draw conclusions, the bases of which can serve as models for other situations requiring critical analysis.

As this innovative teaching and learning reaches more of the university community, students recognize the importance the university attributes to multiple approaches and perspectives.

In addition to content- and methodology-specific outcomes, the project design yields an immediate and also long-range benefit in establishing a different relationship between students and professors. Students participate in an experience of integrative learning on both the cognitive and affective level in their observation of instructors engaged in a dynamic learning process. Alexander W. Astin, director of the Higher Education Research Institute at U.C.L.A., argued at the Harvard symposium,

"Corporations at Risk: Liberal Learning and Private Enterprise," that the traditional mode of instruction leads students to view learning as a "solitary process" encouraging competitivity rather than cooperation. He also pointed out that the dual role of professors as both teachers and judges made students see them less as mentors than as "people to be manipulated." (Chronicle of Higher Education, September 10, 1986). Since the resource team does not grade students' performance per se, but merely assists in its assessment, the mentor spirit based on cooperative teaching and learning prevails throughout this project. This spirit of cooperation, self-sustaining by nature, establishes a climate conducive to further collaboration.

Educational objectives for students may be stated in many ways at varying levels of specificity. Although not every student is expected to achieve every outcome, some of the intended goals of the various activities of this project (to be investigated by means of interviews, archival analysis, and standardized tests) include:

1. Students should develop skills in applying critical evaluation principles to an understanding of world affairs.
2. Students should develop a set of attitudes and beliefs which facilitate professional breadth and encourage continuing growth and development of a global perspective.
3. Students should acquire factual knowledge about the interdisciplinary/international context of their studies and the need for a broad education in contemporary society.

4. Students should have theoretical and practical knowledge of the nature and significance of the global economy.
5. Students should have knowledge of alternative disciplinary methodologies, learning resources on campus, and the advantages of multidisciplinary perspectives in their studies.
6. Students should develop skills in interdisciplinary/international communication and relations.

Another set of objectives pertains to changes in the program of the university, its faculty, and staff:

1. Students and faculty should acquire general and practical knowledge about distinctive subgroups of the world population.
2. Faculty should acquire factual knowledge about the contributions and potential of other disciplines and the need for their perspectives in contemporary society.
3. Faculty should develop skills in assessing the present condition and future potential of interdisciplinary/international contributions to their courses and their disciplines.
4. Faculty should develop skills in designing and implementing interdisciplinary/international courses and in institutional change and advocacy to improve collaboration.
5. Faculty should develop skills for managing and evaluating innovative educational programs and plans.

Project components which result in successful breadth development at both the student and faculty level will be identified for dissemination within the university and in the academic

community. Workshops on interdisciplinary/international curricular enrichment will be conducted at professional meetings. This project's potential as an exemplary teaching method is high and typifies other potential areas of linkages and interdependencies so predominant in the modern world.

Factors Contributing to the Success of the Project

Other interdisciplinary efforts in the past tended to emphasize extra-curricular activities and themes and had little impact on the campus as a whole. The current project is especially successful because it draws on existing interests in already-scheduled time frames and significantly intensifies and broadens the activity in a manner which the campus community recognizes as directly relevant to its needs and also its aspirations.
In Fall 1988, 44 faculty from 26 departments at CSU, Fullerton responded to a questionnaire asking them to rate the need for 1) enhancing our students' global knowledge and understanding and 2) interdisciplinary perspectives in their classes. Both issues were rated approximately 9 on a 10-point scale.

The Boyer Report (1987) discusses student views on this question in the chapter on "General Education: the Integrated Core," pp. 84-85: [Students geared towards training and pulled by demands of a career] "also spoke to us, often with deep feeling, about the need to put their own life in perspective. We found a longing among undergraduates for a more coherent view of knowledge..."

Participation on the resource team and as host instructors is purely voluntary. Although host instructors need to devote some time to discussions with the resource team, particularly before the presentations, the incentive provided by the opportunity to interact with specialists in other relevant fields plus the benefits the students derive from the presentation and its novel approach have provided sufficient motivation for requesting a team.

PROJECT RESULTS

Great enthusiasm for the project prevails on the part of those who have been involved in one role or another and a strong conviction that this is a very worthwhile approach to learning which should be developed further.

Awareness of the project in the campus community is also growing. Year II operation should be very instrumental in consolidating the progress made to this point and permitting us to reach conclusions about which techniques are the most effective and why.

Student reactions to the project have been extremely favorable. They appreciate the chance to see "the broad picture" in their studies and the stimulation of scholarly controversy in action. Some students would appreciate getting more details on daily life in other parts of the world. Both intellectually and affectively, they react positively to the encounter with natives from other nations and find that the credibility of the resource team is heightened by the foreign background of some members.

This point raises a key issue concerning the cost-effectiveness of the program. Although it would be less expensive simply to provide faculty with curricular guides or videotapes for presenting international aspects of their topics, the human element would be absent, and a good deal of the impact of this program on students would be sacrificed. Sensitizing students to the existence of attitudes diametrically opposed to their own

(North-South issues in particular) is one of the important goals and achievements of the program, along with fostering a desire to learn more about other peoples and countries.

Among suggestions made by students, frequent remarks were:

1. This approach and subject matter would be extremely helpful and productive in almost all university classes. One student proposed that a semester-long course presenting various cultures and world views each week, taught by 15 different instructors, should be developed.
2. The given time frame(s) should be expanded since there is so much material which could be covered. A business student suggested that a Saturday afternoon forum to discuss issues in greater depth would be desirable.

Students' appreciation of historical and political backgrounds, especially as they concern societies in which government's role differs greatly from that of the U.S., contributed to the team's conviction that the multidisciplinary, integrative, and contrastive approach was very valid. Students expressed desires to enroll in other classes to further broaden their education.

The feasibility of organizing presentations to all sections of certain courses such as Marketing 351, "Principles of Marketing," where 13 sections averaging 40, i.e., 500 students, are enrolled each semester is being explored. However, such attempts to reach all students systematically would reduce opportunities for the team's more personalized interaction with the students and their chances to ask individual questions.

All team members members found their participation to be as much a learning as a teaching experience. For example, the economics professor came to realize how important a role religions and cultural values play in explaining economic patterns and factors. The interdisciplinary nature of the project proved highly rewarding. One team member discovered that multi-disciplinary teaching is indeed a "much superior method of teaching and learning." He had previously thought that it would not be as "solid" as discipline-based instruction. Other attitude changes are currently being assessed.

Very useful curricular materials which provide an important basis for intensifying the integrative process are being developed by the teams. Team members are formulating plans to develop interdisciplinary, semester-long courses, such as "Developing Nations," based on both historical and current economic factors, with a focus on intrinsic vs. extrinsic cultural and geo-political factors.

Virtually all of the host instructors except one in the visual arts want to invite a team back to their class(es). One unsolicited letter from a host instructor stated that he was very impressed with the team's enthusiastic and well-prepared presentations and that the result exceeded his expectations. His comments attest to the achievement of balance between affective and cognitive elements in the presentations: "Highly informative presentations served the paramount purpose of sensitizing all of us to the importance of cultural differences for effective international interpersonal relations and transactions."

The School of Business Administration and Economics recently adopted a global awareness requirement. Top administrators have shown interest in developing this model for semester-long three-unit interdisciplinary courses to meet the new requirement. They also are particularly eager to continue the resource team visits for their effectiveness in infusing an international dimension throughout the curriculum rather than isolating it in a single course.

A team member, Professor of Economics, Director of the Latin American Studies Program and the 1987 CSU, Fullerton Outstanding Professor, makes a strong case for institutionalizing such courses:

> ... it seems to me very important to have at least two or three courses taught on campus that are part of a common core and which are interdisciplinary and international in focus. These could be in the GE package or in the business core or in some other unit. But wherever such courses ultimately settle, having an on-going team teaching/learning experience would appear to be essential for the unique learning (and teaching) experience that such courses will be able to offer.

A further extension of the project has received Academic Program Improvement funding from the Office of the Chancellor of the CSU system. This project involves organizing faculty seminars to incorporate interdisciplinary and international materials into existing curriculum and developing a phase theory of internationalization of the curriculum for use as a guide and measurement tool by university faculty nationwide. The same principle of resource team members from different fields working together is being applied.

Project Funding and Staffing

A project of this nature can support endless permutations depending on the funds available and the urgency of the institution's commitment. It could be done on an informal "zero-cost" basis of colleagues meeting over coffee and promising reciprocal visits. At the other extreme, international experts could be hired at enormous cost as resident or occasional consultants.

The Fullerton project enjoys FIPSE support of approximately $40,000 annually, which was about one-half of the funding requested for full-year operation. The majority of the budget is needed to support assigned time for the project director (annual) and seven resource team members (Spring semester only) at 3 units (0.2 FTEF--full-time equivalent faculty).

The team contributed much time during the Fall semester and also during Intersession break (mid-December to the end of January) to plan the first year activity. Each team member had a heavy load of presentations, averaging 21 hours, at all hours of the day and evening. The bulk of the team meeting time (October to January) was devoted to procedural issues and refining proposed schedule assignments and topics. Individual research and preparation of course materials took additional time.

Team members' cooperation, flexibility, and generosity with their time were greater than could reasonably be expected. Initial implementation of the project required at least double the time and effort it would have taken to teach any course in their own discipline.

Assigned time for eight faculty for one semester, even on a 1/5 replacement basis, is a substantial resource, the equivalent of two faculty positions in the CSU system. However, its benefits in faculty development and to the students are numerous (see above). A certain cost saving might be realized by offering participating faculty a student assistant instead of released time. An alternative would be to pay honoraria for lectures given above and beyond one's normal teaching load, but the sustained teamwork and integration of individual components of the program would likely prove more difficult to achieve.

Another expense of the program is clerical (student) assistant time, which is vital to a project of this magnitude. Extensive typing of curricular materials, evaluation information, meeting and presentation schedules, information for publicizing the project, and reports are required. Funds for duplicating materials, videotaping presentations for use by the team and other groups, and some travel money are additional budget items. We have allocated funds for an Evaluation Consultant as well.

PROGRAM EVALUATION

Specialized information about effective interdisciplinary teaching techniques, faculty participation rates in an experimental program, and the critical program components needed to foster success as measurable by tests of international awareness are sought. This project synthesizes curriculum development, program planning, and outcomes assessment activities by collecting and analyzing test data from participating students along with the viewpoints of host faculty and resource team specialists in international affairs for an evaluation of current and experimental practices in education. Procedures are being developed for outcomes assessments of project participants and the evaluation of interdisciplinary/international education.

The outcomes assessment and curriculum review procedures developed in this project will be useful for defining particular problems unique to interdisciplinary/international faculty recruitment and student education, describing specialized faculty collaboration procedures and instructional methods that are potentially most valuable for teaching interdisciplinary thinking, establishing standardized methods for interdisciplinary/international outcomes assessment, and improving the ability of faculty to implement such projects. A variety of complementary program review and outcomes assessment methods are being used to assess value-added learning. Structured interviews of interdisciplinary/international faculty are being conducted to gather knowledge about the fit between

academic programs and the skills needed to develop breadth. Student surveys elicit consumer opinions of the project's impact. Multiple comparisons are being made of outcomes assessment measures.

One host instructor, Chair of the Business Administration and Economics Faculty Senate who invited the team to his classes, commented favorably on student survey evaluations:

> You will see from the student evaluations...that my students virtually unanimously agree with my enthusiasm over the value of the presentations. May I add the recommendation that these brief evaluations always continue to be a part of this type of presentation. They serve the dual purpose of making the students think back and write down what they learned, and of providing regular feedback about the quality of the presentations.

Second year evaluation will use multiple measures to assess 1) participating students' global knowledge as compared to a random sampling of cohorts, 2) the political and cultural attitudes of host professors before and after the FIPSE presentation (compared to a random sampling of CSUF faculty), and 3) the impact of serving on the faculty resource team.

CONCLUSION

This project has potential for adaptation to suit many purposes on many campuses. The essential objective is to initiate and encourage interdisciplinary communication concerning common problems and, as Burkart Holzner stated in the Fall 1988 National Forum, p. 11, strive to attain a "total quality" with a "complete reorientation to a conception of continuous improvement, involving constructive internal critique, learning, and the acceptance of the challenge to work at world levels of performance."